

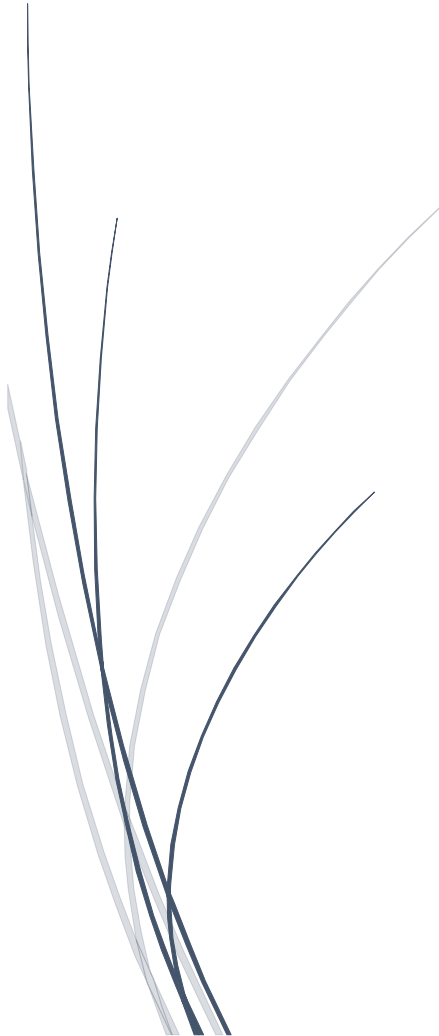


FREEDOM NOW

ART EXCHANGE AND EXHIBIT

Curriculum and Facilitator's Guide for the 2018 iteration of Worldwide
FREEDOM NOW Campaign Annual Art Exchange and Exhibit

2018



Thank You

Hello Teacher or Coordinator,

First of all, I would like to thank you for your participation in this global exchange. Your role as an educator is hugely important in helping to introduce and further educate students worldwide about the concepts and crude realities of human trafficking.

If you are a teacher, you are daily given the opportunity and responsibility of educating tomorrow's world citizens and world leaders. Thank you for taking on that responsibility. We hope that the contents of this packet make your job a little easier.

The research and resources consolidated in this packet aim to facilitate the education of young adults on the complicated topic of human trafficking. Countless Guria interns and staff over the past six? years have worked to shape this packet into a complete resource for facilitators and teachers.

This being said, this packet is not authoritative, nor is subscription and implementation of these resources a requirement of participation in FREEDOM NOW. You as a facilitator are welcome to use as much or as little of this packet as you deem beneficial in your setting and role. You are also welcome to share any and all parts of this packet with any interested individual or party, and they share the same rights of use and access.

The curriculum teaches students about the existence of human trafficking in today's world through multiple mediums: quantitative facts and statistics, qualitative stories and personal narratives, and then their own synthesis of art.

The goals of our curriculum are:

1. To foster an awareness and understanding about human trafficking
2. To inspire bold and informed action
3. To protect students who may be at risk of becoming victims of trafficking-type abuse or exploitation through a better understanding of what it looks like
4. To inform students about their role as participants in Guria's Freedom Now Global Art Exchange and Exhibit
5. To guide students through the process of art creation, sharing, and exhibition
6. To unlock students' confidence in the power they have to stand up against large-scale and everyday social ills

As it is, the production and dissemination of the curriculum materials are handled by a single Guria intern, and this internship rotates from one hand to the next each year. If you or anyone you know has a desire to contribute to next year's iteration of this curriculum, please be in touch with guria.intern@gmail.com.

Contents

Thank You.....	1
Contents.....	2
Important Info.....	2
Lesson A: Introduction to Human Trafficking.....	3
Lesson B: Case-Study Analysis.....	4
Introduction to Art Exchange: Call to Action.....	5
How to Facilitate Art Creation.....	6
Art Exchange and Exhibit Instructions.....	7
List of Resources.....	8

Important Info

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Links

Guria Website	http://www.guriaindia.org/
FREEDOM NOW Website	http://www.freedomnowcampaign.org/
Guria Facebook	http://www.facebook.com/guriaindia
Guria Blog	http://www.guriafreedomnow.blogspot.in/

Dates:

Art Upload	By 10 February 2018
Exhibit and Exchange	20 February 2018

Lesson A: Introduction to Human Trafficking

Goals of this lesson:

1. Student understands basic information about human trafficking
2. Student thinks about why human trafficking exists
3. Student is presented with some complexity regarding human trafficking
4. Student creates an artistic representation of human trafficking based on what they have learned

Exercise 1: Unpacking Student Preconceptions

1. Pass out paper titled “Intro to Human Trafficking.” The paper can be found at <https://tinyurl.com/humtraf-intro>
2. Organize students into small groups to answer the questions on the paper or allow them to work on their own.
3. Give students time to construct thoughtful responses. If there is space and time for them to share their thoughts, allow them to do so.

Video: Guria and Human Trafficking

- Gudiya | The Film | Blush Originals
 - <https://tinyurl.com/guriafilm>
 - 13m 4s
 - About Guria, human trafficking in India, social justice, and responsibility

Handout and reading: What is Human Trafficking

1. Hand out resource: *What is Human Trafficking?*
 - This document can be found at <https://tinyurl.com/whatishumtraf>
2. Read through this document as a class, taking turns with sections and allowing for discussion and questions.

Exercise 2: Sketch Representation of Learning

1. Ask students to flip to the blank backside of their question paper.
2. Ask students to spend 10 minutes sketching whatever they’re thinking about or feeling based on the video and the reading.
3. Encourage the students to allow their creativity to flow and not to worry about the work being perfect. This is an exercise and work is not meant to be perfect.

Lesson B: Case-Study Analysis

Goals for this lesson:

1. Student will gain a better understanding of how human trafficking manifests in real-life situations
2. Student will be able to differentiate between forms of human trafficking
3. Student will be able to describe human trafficking to others with some complexity
4. Student will write for 10 minutes based on their reading and discussion

Exercise 1: Types of Trafficking

1. Share *What is Human Trafficking?* if you haven't already (<https://tinyurl.com/whatishumtraf>)
2. Using the document *What is Human Trafficking?* a source, introduce and explain these definable types of human trafficking:
 - a. **Sex trafficking**
 - i. Summary: *"When an adult engages in a commercial sex act, such as prostitution, as the result of force, threats of force, fraud, coercion or any combination of such means, that person is a victim of trafficking."*
 - b. **Forced labour**
 - i. Summary: *"Forced labor, sometimes also referred to as labor trafficking, encompasses the range of activities—recruiting, harboring, transporting, providing, or obtaining—involved when a person uses force or physical threats, psychological coercion, abuse of the legal process, deception, or other coercive means to compel someone to work... Migrants are particularly vulnerable to this form of human trafficking.... Female victims of forced or bonded labor, especially women and girls in domestic servitude, are often sexually abused or exploited as well."*
 - c. **Unlawful recruitment and use of child soldiers**
 - i. Summary: *"Child soldiering is a manifestation of human trafficking when it involves the unlawful recruitment or use of children—through force, fraud, or coercion—by armed forces as combatants. Perpetrators may be government armed forces, paramilitary organizations, or rebel groups. Many children are forcibly abducted to be used as combatants."*
3. Give space for questions and discussion. Make sure your students have a fair understanding of the above types of trafficking.

Reading: Narratives from Trafficking Victims

1. Choose from among the narratives in the file "Case Studies" for reading as a class, or separate the class into groups and give each group a different narrative
 - o Case studies can be found at <https://tinyurl.com/humtraf-case>
2. Read the selected narrative out loud as a class or out loud in groups
3. Provide time for discussion

Exercise 2: Marathon Writing

1. Have students write for 10 minutes straight without stopping
 - a. Students may write short stories, analyses of the narrative they heard, poetry, or their train of thought.
 - b. Encourage students to just keep writing, no matter if it feels like they have nothing to write. It's important that they keep moving the pen/pencil and force themselves to write.
2. After the 10 minutes is over, ask students to share one sentence or paragraph from their writing with the class or with their groups
 - a. Don't allow anyone to comment on the writing of others. Simply give space for their words to sink in or hang in the air.

Handout: Case Studies

1. If students are interested, make the case studies available for reading outside of class. Also, share the following link to the case studies with your students:
 - a. <https://tinyurl.com/humtraf-case>

Introduction to Art Exchange: Call to Action

1. Open a discussion regarding what students can do to fight human trafficking. This can also be an opportunity to encourage questions and thoughts that have arisen in the students as they have been learning.

Possible prompts for beginning a discussion:

- *Where, along the process of trafficking, can a person, group of people, or organization intervene?*
 - *What kind of help would a trafficked person use while they are being trafficked or once they have been rescued?*
 - *What actions do you think you could take?*
2. Handout document titled: "*What Can We Do?*"
 - a. This handout introduces Freedom Now Global Art and Awareness campaign and walks the students through the 'why' of the art creation and exchange.
 - b. This document is located at <https://tinyurl.com/whatcan-humtraf>
 3. Read through "*What Can We Do?*" with your students if you deem it appropriate to do so for their understanding.

How to Facilitate Art Creation

Goals of Art Creation

1. Student introspects and considers their own thoughts and feelings
2. Student reflects on what they have learned
3. Student creatively expresses their thoughts and feelings

Facilitation Process

1. Hand out document titled “*Art Creation*” and walk through it with students
 - a. <https://tinyurl.com/humtraf-art>
2. Emphasize that **any** art form is welcome and any level of art is welcome. Encourage students to create to the best of their ability, but emphasize that they will not be judged or their art criticized by those at Guria or in other participating schools.
3. If possible, exhibit some past art, which can be found in the folder titled “Past Art”
 - a. <https://tinyurl.com/past-art2018>
4. If possible, supply materials for students
5. If possible, set aside time for the art creation itself, or direct students to create their art outside of class.

All art needs to be completed and uploaded ASAP, but no later than 19 Feb. The Art Exchange and Exhibit is set to occur on Feb 20. If at all possible, have students produce their art in a timely manner so that it can be uploaded and discovered by other participating schools in time for them to also download and display it. Our goal for you is to upload by 10 Feb.

Some forms of art are very conducive for uploading, such as a picture. However, all forms of art are welcome. You may need to be creative about how you upload. For example:

- If a student produces a dance, the dance should be video recorded and the video uploaded
- If a student produces a song, the student should upload a recording and/or the lyrics
- If a student produces a poem, the student can upload a picture of the poem and/or an audio file of him/herself reading the poem.
- If a student produces a computer graphic or a digital piece, that file can be uploaded directly as is.

If you’re unsure how to share some piece of artwork, contact me at Guria.intern@gmail.com. We’ll figure it out together.

Also, if students are struggling with ideas, you can prompt them with some of these questions:

- How did you feel when you learned about trafficking?
- What do you think a trafficked person sees during their enslavement?
- How do you think it feels to be rescued...frightening, joyful?
- What does freedom look/sound/feel like?
- What do you think it feels like to be enslaved?
- What can you create that would bring victims of trafficking hope?

Art Exchange and Exhibit Instructions

The FREEDOM NOW Art Exchange and Exhibit is meant to be a single worldwide event that showcases, in every participating school and community, the art produced by that community and by other participating communities around the world.

Goals of the Art Exchange and Exhibit:

For the Student:

1. Student shares their art and expression with a broader, international community
2. Student appreciates art from other parts of the world
3. Student sees the perspectives of others
4. Student feels part of a broader, international community

For the world:

1. Neighborhoods of participating schools and communities learn about human trafficking
2. News agencies see a united front formed against human trafficking
3. Legislative and law-enforcement bodies feel pressured to address human trafficking issues
4. Individuals in communities around the world decide to live more justly

Steps:

1. Upload all of your community's produced art by or before Feb 10
 - a. [Upload to <http://freedomnowcampaign.org/upload.aspx>]
2. Browse art that other communities from around the world have uploaded and select pieces for showcasing in your exhibit
3. Download and print all graphic art that you want to exhibit and download all digital/audio/video art that you want to exhibit. Contact Guria.intern@gmail.com with questions.
4. Set a time and place for your community to meet and browse the exhibit
5. Create a forum for discussion about the art to be exhibited in your community
6. Advertise in your community and invite community members to come partake in the exhibit and forum
7. Contact your local news agency and tell them about the FREEDOM NOW Art Exhibit

During the exhibit:

1. Take photos (if possible) throughout the event
2. Take record of local news stories run about your event
3. Share these resources and all other information about Guria (see this link for a resource: <https://tinyurl.com/guria2017update>) with any interested parties or individuals

After the exhibit:

1. If you feel it's appropriate, send pictures of your exhibit to Guria.intern@gmail.com
2. Share any public news stories with Guria.intern@gmail.com
3. Share any feedback you have regarding the event with Guria.intern@gmail.com

List of Resources

Found in this curriculum:

- **Intro to Human Trafficking** – Set of questions regarding human trafficking with space for answers
 - <https://tinyurl.com/humtraf-intro>
- **Gudiya | Blush Originals** - YouTube film
 - <https://tinyurl.com/guriafilm>
- **What is Human Trafficking?** – Pertinent information regarding human trafficking, written by Guria
 - <https://tinyurl.com/whatishumtraf>
- **Case Studies** – Folder containing a set of case studies
 - <https://tinyurl.com/humtraf-case>
- **What Can We Do?** - Handout introducing Freedom Now Global Art and Awareness campaign
 - <https://tinyurl.com/whatcan-humtraf>
- **Art Creation** – Handout that details steps for students creating art
 - <https://tinyurl.com/humtraf-art>
- **Past Art** – Folder that contains a selection of art created and submitted by past participants
 - <https://tinyurl.com/past-art2018>

Some Documents for Further Research

- **Link to Folder of pertinent PDF's used for the synthesis of this curriculum**
 - <https://tinyurl.com/humtraf-research>
- **2017 Full Trafficking in Persons Report** – US State Department
 - <https://tinyurl.com/humtraf-fulltip>
- **Trafficking in Persons / What is Trafficking in Persons** – US State Department
 - <https://tinyurl.com/humtraf-tipwhat>
- **Global Slavery Index 2016** – Walk Free Foundation
 - <https://tinyurl.com/humtraf-gsi>
- **Global Estimates of Modern Slavery** – Alliance 8.7
 - <https://tinyurl.com/humtraf-87>

Websites for Further Study and Participation in Anti-Trafficking

- [https://crees.ku.edu/sites/crees.ku.edu/files/docs/Trafficking Resources for Educators.pdf](https://crees.ku.edu/sites/crees.ku.edu/files/docs/Trafficking%20Resources%20for%20Educators.pdf)
- <http://www.youthforhumanrights.org/educators/education-package-details.html>
- <http://www.a21.org/>
- <https://teachers.theguardian.com/assets/ending-slavery-unfinished-business?INTCMP=NECJOBXT8769I>
- <https://www.alliance87.org/>